

<b>Inspection date</b>	26/02/2014
Previous inspection date	15/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

### **The quality and standards of the early years provision**

#### **This provision is good**

- Children settle well in the childminder's care, as her effective settling-in procedures, which are guided by parents ensure they feel safe, comfortable and secure. This results in children forming close and caring relationships with the childminder and her assistant.
- Children's learning and development is effectively promoted as the childminder and her assistant make good use of their observations of children's play to track and follow children's progress. They plan a wide and exciting range of activities for children, which help them to make good progress across all areas of learning.
- Children are protected from harm as the childminder and her assistant demonstrate a clear understanding of safeguarding children. They regularly attend training courses to update their safeguarding knowledge.
- Partnerships with parents are secure. Parents are provided with clear information about the childminder's provision and play an active role in their children's learning.

#### **It is not yet outstanding because**

- The childminder's links with other early years settings, which children attend are not yet robust enough to enable all parties to work together; in order to complement and extend learning that is already taking place.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the childminder's lounge and dining room and viewed other areas of the childminder's home used for childminding purposes.
- The inspector held discussions with the childminder, her assistant and the minded children at appropriate times throughout the inspection.  
  
The inspector looked at a range of records and documents, including children's personal details, information about children's learning and development, accident and medication records, the daily attendance register, information about the childminder and her assistant's qualifications and proof of the procedures used to ensure adults are suitable to care for children.
- The inspector took account of the views of parents shared through written references and those spoken to at the time of the inspection.

## Inspector

Lynn Hughes

## Full report

### Information about the setting

The childminder was registered in 1990. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in a house in Hadleigh, Suffolk. Her partner works as her full-time assistant. The lounge/diner and playroom are used for childminding. An enclosed garden is available for outdoor play. The family has two dogs, two cats, two guinea pigs and four giant African land snails. The childminder attends a childminder group and various local community groups. She visits the local shops and park on a regular basis and takes the children to nearby places of interest. She takes and collects children to and from local schools and pre-schools. There are currently 18 children on roll. Ten of these are in the early years age group and most attend on a part-time basis for a variety of sessions. There are eight school-aged children, who attend before and after school and during some school holidays. The childminder offers care all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays agreed in advance. The childminder is a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- increase links with other early years settings which children attend to complement the learning that takes place across all aspects of children's lives.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children enjoy their experiences with the childminder and her assistant. They are provided with an interesting range of planned and freely chosen play experiences, which enable them to make good progress across all seven areas of learning. The childminder and her assistant have improved their knowledge of how children learn since their last inspection. They now use a computer software system for recording observations of the children and downloading photographs. The software provides information about each area of learning and helps the childminder to identify children's next steps in learning. Parents are able to access observations and photographs relating to their individual children by logging on to the system. The childminder has received some very positive feedback from parents regarding this, who feel that it enables them to play a really active role in their children's development. The childminder uses her observations of children's play to provide children with challenging and exciting learning experiences. She tailors the range of activities to meet each child's stage of development and recognises that children respond to different learning styles.

Children are busy, keen and active. They engage excitedly in free play and make choices

about their learning experiences. For example, children choose to play with buggies and dolls. They plan where they are taking their babies for a walk and those visiting the shops are able to articulate what they are going to buy. Children are confident speakers and converse proficiently. Children's language skills are promoted by the childminder and her assistant asking them clear and appropriate questions, answering their requests and extending their thinking. Children enjoy looking at books and ask the childminder's assistant to read to them. He reads the book at an appropriate pace to enable all of the children to join in if they want to. The book contains a range of different textures, he offers children the opportunity to feel the textures and to talk about how they feel. One child is sitting comfortably on a higher seat and doesn't want to get down to floor level to feel the book, so he lifts it to her height, to enable full participation for all of the children.

Children are effectively prepared for their next stages of learning. For example, they learn to listen to directions and instructions, such as waiting patiently to wash their hands. They learn to put their coats and shoes on and off in preparation for playing outdoors or for going for walks. Children are encouraged to make choices and decisions over their learning, by choosing resources and being provided with opportunities to input suggestions for activities.

### **The contribution of the early years provision to the well-being of children**

Children are very settled and comfortable in the childminder's care. They wander freely around the areas of the home, which are accessible to them and approach both the childminder and her assistant with ease. The childminder's effective settling-in procedures result in children forming close and caring relationships with her and her assistant. Parents are encouraged to play an active role in the settling-in procedures by staying with their child until they feel confident and comfortable. Children behave well. They understand the childminder's simple rules and follow them. For example, they know to wait patiently by the cloakroom door to wash their hands before snack or mealtimes, as the cloakroom has limited space. The childminder and her assistant act as good role models for the children, speaking to each other and to the children in a calm and caring manner.

The childminder's home is dedicated to childminding, with good amounts of clear floor space available for children to spread their play. Children have use of a large dining table for snacks, meals and messy play activities. The childminder provides children with appropriate equipment to make sitting at the table comfortable and safe. For example, she provides booster seats of varying sizes and shapes to meet the individual needs of each of the children. A range of pushchairs and buggies are used to transport children, which again are tailored to meet children's individual requirements. The childminder and her assistant will soon be moving home. The new home has been chosen with childminding at the forefront of their requirements. For example, they will have a dedicated playroom with adjacent toilet facilities and much more space to enable them to effectively present the resources to encourage children to make choices and decisions over their play.

Procedures for keeping children healthy and safe are good. The childminder's assistant prepares and cooks a wide range of healthy and nutritious meals for the children, taking into account their individual dietary needs and likes. The childminder provides children

with opportunities for eating their five pieces of fruit and vegetables each day. She ensures that they remain well-hydrated by offering and refreshing their drinking bottles regularly. Children experience fresh air and exercise daily when they play in the childminder's garden or when they visit local parks and playgrounds. The childminder is committed to ensuring that children have good outdoor experiences and uses her garden to promote all areas of learning. Written procedures relating to children's health and safety are in place, for example, the childminder has a policy of keeping her dogs behind a wooden gate in the kitchen. Children have some opportunities to learn about taking risks and keeping themselves safe, for example, they know that if they get too many toys out at the same time, they might create a tripping hazard.

### **The effectiveness of the leadership and management of the early years provision**

Children are well-protected from harm as the childminder and her assistant demonstrate secure knowledge of safeguarding children. They regularly attend relevant safeguarding training and keep abreast of changes to guidance through the internet and communication with other registered early years providers. The childminder's home and all outings are risk assessed daily and clear procedures are in place to maintain children's safety. This inspection was brought forward following an inadequate judgement at the time of the last inspection and a monitoring visit from Ofsted. The childminder has effectively addressed all of the actions set at the time of the last inspection and has strived to improve all aspects of her childminding provision.

The childminder and her assistant are committed to providing a good quality childminding provision. They attend a range of training events, which enables them to review and update their childcare knowledge. Effective use of the internet and childcare publications also enable the childminder and her assistant to review current thinking and to introduce new ideas to their provision. The childminder and her assistant hold a meeting once a week, whereby they discuss the range of activities they have provided, the children's enjoyment or input into these activities, each child's learning needs and what they plan to provide for the following week. They also discuss during these meetings whether there is any additional training either of them could benefit from and what additional resources they may require. Parents are encouraged to provide the childminder with feedback on her provision, through verbal discussions and through written references, which she keeps on file. The childminder takes into consideration any suggestions parents make and implements any necessary changes.

Partnerships with parents are secure. The childminder has worked for many of the families currently using her service for a number of years. Some of the families are on their second or third child in her care and the relationships she has held with these families span 10 to 12 years. Parents who have provided written references on the childminder's service comment that they find her approachable, professional and caring. Many compliment the wide range of activities provided for their children and state how much their children benefit from the exciting outdoor experiences they participate in. The childminder has close links with local schools, pre-schools and nurseries. At present, these links enable the childminder to share information with the other settings about the children in her care,

however, are not yet robust enough to enable all parties to complement the learning that takes place across all aspects of children's lives.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	251239
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	953125
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	18
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/07/2013
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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